

Our Kids: English Language Learners in Your Classroom

Professional Development Guide



Iowa Department of Education
Bureau of Instructional Services
Grimes State Office Building
Des Moines, Iowa 50319-0146

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Funding provided by a grant from the U.S. Department of Education, 2005

The contents of this brochure were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. One-hundred percent of the total costs of the program are financed with Federal money.

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Introduction



NOTE: *The follow text accompanies the PowerPoint and DVD versions of the Our Kids Professional Development Guide.*



Slide 1 – Our Kids: English Language Learners in Your Classroom



Slide 2 – Introduction

Welcoming students from diverse backgrounds to your district, school, and classroom can be a wonderful and enriching experience. English language learners (ELLs) spend most of the school day in content-area classrooms, so all educators must be prepared to help them learn both English and content.



Slide 3 – Introduction (cont.)

By providing a welcoming educational environment, you can help your new students achieve learning goals, become better English speakers, and for many, adapt to a new culture. Whether you are a classroom teacher or a school administrator, this program will guide you through the requirements, expectations, and strategies for success with your English language learners.



Slide 4 – Goal of the *Our Kids* Professional Development Resources

The *Our Kids* Professional Development Resources have three components:

- *Our Kids* Video (DVD Format)
- *Our Kids Professional Development Guide* (Print Version)
- *Our Kids Professional Development Guide* (PowerPoint Presentation)

The *Our Kids* DVD is a collection of video segments to support teachers of English language learners. The DVD and associated resources are available directly to teachers and consultants but are most effectively used as part of professional development experiences.

Slide 5 – Audience

These resources can be used with any of the following stakeholders:

- Classroom teachers
- Administrators
- ESL teachers
- Consultants
- Special education staff
- Counselors
- Department of Education and AEA staff
- University pre-service teachers
- Paraprofessionals
- Parents
- Teacher educators



NOTE: *Generally, this DVD is not intended for use with students. However, in the bonus section “Preparing Your Class,” a master teacher prepares a class to welcome a new student and demonstrates effective ways to communicate with an English language learner in the classroom. This section might be helpful for a class to view as they welcome an English language learner.*

Slide 6 – Iowa Professional Development Model

In Iowa, education professionals refer to the Iowa Professional Development Model (IPDM) when planning, implementing, and evaluating professional development (see Appendix A). The IPDM is a collaborative effort of the Iowa Department of Education and a stakeholders group representing area education agencies (AEAs), professional organizations (teachers, administrators, and school boards), local education agencies (LEAs), higher education, and other providers of professional development in the state of Iowa.

The model reflects their study, collaboration, reflection, and negotiation, and it provides an invaluable roadmap for the conduct of staff development for educators in Iowa.

Slide 7 – How to Offer Professional Development

For the purpose of this Guide, an important concept from the model is that professional development is not a one-time event. It is an ongoing process that considers changing needs and relies on data for adjustments.

Therefore, the key recommendation for using this Guide effectively is to adapt the materials included to offer your colleagues information and application over time.

We *discourage* a brief session at an after-school staff meeting where many are anxious to attend to other needs.

We *encourage* you to collaborate with your administrators and to include content teachers in your efforts. Their voices will lend additional credibility and reality to the information to be presented.

Slide 8 – Objectives for Participants

After reviewing the video and related resources, the participants will be able to—

- Demonstrate a realistic and positive outlook toward their work with ELLs.
- Exhibit, identify, and access support resources available to teachers of ELLs.
- Identify and implement the essential first steps to accommodating ELLs.
- Explain the basic steps of cultural adjustment.

Slide 9 – Objectives for Participants (cont.)

- Demonstrate empathy for the students and their various situations.
- Explain the basic stages of language acquisition.
- Identify and implement specific classroom strategies to support ELLs in the content areas.
- Explain general State and Federal requirements related to ELLs.

Slide 10 – How to Use This Guide

For each section of the DVD, *Before*, *During*, and *After* activities are provided to support the content. You might want to implement an alternative activity you have used with success in other trainings. The activities here are offered as suggestions and may be adapted as needed. Consider compiling the participants' ideas and responses for each section to keep a running record of their participation.

Slide 11 – Project Rationale & Additional Considerations

In your print version of the Guide, review the lists on pp. 7 on your own. With your team, discuss how these points relate to your school or district. Create a summary statement to share.

Project Rationale

- Frequently, English language learners arrive at a school without much notice. In schools new to educating these students, there may not be anyone fluent in the language of the student and his/her family. In addition, there may not be any prior experience with serving this population.
- In our busy schools, we may not have the time to take a class or read a book about how to best educate an English language learner before they arrive or during the school year. Teachers are desperate to provide an effective educational program and use appropriate instructional strategies but may become stressed because of a lack of experience or knowledge base.
- Many districts are not located in close proximity to their AEA and may not be able to immediately access extensive support.
- With budget concerns in many districts, resources may be limited.
- Some schools are in districts with large migrant/transient populations and may need support at various times during the school year.
- Administrators are often facing a full load of responsibilities meeting the needs of all students and may not be proactive in preparing for the arrival of ELLs.
- Teachers and administrators are dedicated to all students and want all students to succeed.
- Teachers with mixed levels of teaching experience may not be prepared because of lack of coursework or lack of exposure to English language learners.
- Often the arrival of English language learners in a school that is not prepared may result in high anxiety for administrators, teachers, parents, and students.
- Typically, those asked to work with new ELLs are teachers who have been asked to take on challenging assignments in the past. They will be seen as leaders in their school and may be expected to pass on some of what they have learned.

Additional Considerations

- It may be difficult for teachers to make accommodations for ELLs while meeting the needs of other students in the classroom if they do not understand the needs of the new students.
- Administrators will appreciate a resource that will make it easier for teachers to help students attain already established goals/measures.
- English language learners will spend most of the day with classroom/content teachers. Therefore, it is not enough for only the ESL teacher to use appropriate instructional strategies. The student's success depends upon the classroom/content teacher's understanding of language acquisition and how to best teach ELLs.
- Anything (strategy, resource, etc.) that makes learning easier for ELLs will probably be beneficial for most students.
- Teachers will see the information on the DVD as practical and useful—"This makes sense. I can do this tomorrow!"

DVD Presentation

Slide 12 – Section I: Welcome

Before viewing the DVD—

Research the demographics of your school community and create a chart that shows the changing population. This chart might include changing population in the United States, Iowa, or your district or school. Include projections for future changes. To set the purpose, ask participants to discuss the following questions in small groups:

- *How have these changes affected your own classroom?*
- *What are your questions about future changes?*
- *What are the benefits of having a more diverse student population?*

Introduce the video as a tool to help us to support the education of ELLs, a population that will continue to grow across the state.

Begin Section I of the DVD.

Slide 13 – Section I: Welcome

After viewing the DVD—

Ask participants to think about one way they know they can make a difference for ELLs. Ask them to stand, find someone across the room, and share their comment. When this step is complete, have those two find another pair and continue to share their thoughts.

Slide 14 – Section II: Questions and Concerns

Before viewing the DVD—

Use a Venn diagram (Appendix B) for participants to compare their own concerns and issues with those mentioned in the DVD. Before viewing, have them fill in the circle on the left with their concerns and issues regarding ELLs.

Slide 15 – Section II: Questions and Concerns (cont.)

During this DVD section—

Have participants fill in the section on the right of the Venn diagram by listing the concerns and issues expressed by educators in the segment.

Begin Section II of the DVD.

After viewing the DVD—

Working independently, have participants consider both circles of information in the diagram. Ask them to write those issues in the overlapping section that they personally have in common with the educators in the DVD. Have them share as partners or in a small group. Consider preparing a large visual upon which you can transfer the examples shared by the participants.

Slide 16 – Section III: Legal Requirements

Before viewing the DVD—

Have participants discuss at their tables what they know about the legal guidelines concerning the education of ELLs. Have them refer to the two-column notes page (Appendix C) for use in writing down information during the viewing of the section.

Slide 17 – Section III: Legal Requirements

During this DVD section—

Participants will write notes about the legal requirements in the left column.

Begin Section III of the DVD.

After viewing the DVD—

On their own, have participants reflect on the notes they took and connect to what they consider the implications to be for their school and classroom. They can record the implications in the right column of the notes page. Finish the activity by having them complete one of the stems at the bottom of the page.

Slides 18 & 19 – Section IV: Getting to Know the Students

Before viewing the DVD—

Have participants choose a partner for this section. They will be engaging in a Dialogue Journal (Appendix D) to expand their thinking. Using the journal page, ask participants to freewrite about two topics:

- *How would I know a student is an ELL?*
- *What do I know about cultural adjustment?*

Slide 20 – Section IV: Getting to Know the Students

During this DVD section—

As they listen, participants should take notes on the back of the Dialogue Journal pertaining to the two topics.

Begin Section IV of the DVD.

After viewing the DVD—

Ask participants to reread their journal entries. They may add to them and revise as needed. Then, have participants pass their journals to their partners.

Slide 21 – Section IV: Getting to Know the Students

After viewing the DVD (cont.)—

Without evaluating their partner's entry, participants reflect on the original writing and the changes. Have them offer a thought (*I think...*), an idea (*Have you thought about...?*), or an additional piece of information from the DVD (*What about...?*).

Slide 22 – Section V: How Do I Prepare?

Before viewing the DVD—

Use a KWLQ chart (Appendix E) for this section. Have participants write in the *Know* section before you start the DVD. Refer back to the chart throughout the professional development.

Slide 23 – Section V: How Do I Prepare?

During this DVD section—

Using the KWLQ chart, ask participants to write on the chart in the *Learned* and *Questions* sections as they view the DVD.

Begin Section V of the DVD.

After viewing the DVD—

Ask participants to complete the *Learned* section of the KWLQ chart. Have them share their entries with a partner or small group.

Slide 24 – Section V: How Do I Prepare?

After viewing the DVD (cont.)—

After modeling an example, ask them to develop a one-sentence summary using one of the following stems:

- *I never knew that ELLs...*
- *The most important point I learned in this section is...*
- *I now know that ELLs..., but I still need to know...*

Slide 25 & 26 – Section VI: Teaching Techniques

Before viewing the DVD—

In pairs or small groups, ask the participants to imagine that they are moving to France the next day. What would make them excited and what would concern them? Have a few participants share and chart their responses.

Then ask them to imagine that they are going to be enrolled in school, too. Again, ask them what would make them excited about attending school in France and what might make them anxious. Share a few responses.

Finally, ask them to imagine that they will be enrolled in medical school. What makes them excited and what makes them worry? Share some responses.

Slide 27 & 28 – Section VI: Teaching Techniques

Before viewing the DVD (cont.)—

Summarize the participants' reactions and compare their feelings with those of a newcomer from another country. Draw comparisons such as the following:

- Moving someplace with new people, traditions, language, foods, currency, etc.
- May not be moving by choice
- Will need to adjust quickly to a new school environment
- May not be accepted
- Academic language completely unfamiliar
- May not have had the content before in school, different language
- Has an immediate need to learn

Introduce the video as a tool to increase excitement about teaching ELLs and to decrease anxiety.

Provide two colors of sticky notes for each table.

Slide 29 – Section VI: Teaching Techniques

During this DVD section—

Using the sticky notes, ask participants to write points regarding stages of language acquisition on one color and points regarding teaching strategies on the other.

Begin Section VI of the DVD.

Slide 30 – Section VI: Teaching Techniques

After viewing the DVD—

Working in table groups of 3–4, have participants review their sticky notes to remove duplication and consolidate ideas pertaining to the two topics. Have them then use their remaining sticky notes to form a web that connects language levels and teaching strategies. The result should be a display of strategies that will support language and content learning at each stage.

Slide 31 – Section VII: Make a Difference

Before viewing the DVD—

Ask participants to review their notes from previous sessions to bring forth their background knowledge. Create a Carousel Brainstorm by posting charts around the room for each of the following topics:

- Legal Requirements
- Identifying ELLs
- Supporting Cultural Adjustment
- Preparing for ELLs in the Classroom
- Stages of Language Acquisition
- Teaching Strategies

Create groups of 4 to 5 participants. Give each group a different starting point (one of the charts) and a different colored marker. Ask them to work as a group to write the key points they have learned about the specific topic.

Slide 32 – Section VII: Make a Difference

Before viewing the DVD (cont.)—

After one minute, have the group move to the next chart, read the entries, and make any corrections or additions. They will continue to use their group's colored marker to keep their responses recognizable. When the group is back at their starting chart, have them review what has been added. They can then move quickly around the room, skimming the final charts.

During this DVD section—

When they are back in their table groups, have the participants watch the final DVD segment. Using sticky notes, jot down ideas that might be added to one of the charts.

Begin Section VII of the DVD.

Slide 33 – Section VII: Make a Difference

After viewing the DVD

Have participants place any new sticky notes on the charts and explain what new points they are adding. Have them discuss the following at their tables with one person recording answers to these questions:

- *What questions do I still have?*
- *How did this activity help me connect to what I have learned?*

Finally, as a “ticket-out,” have each person write a commitment statement on the page provided in Appendix F and hand it in before they leave the session.

Slide 34 – Bonus Feature: Preparing Your Class

As you watch this section, take notes on how you might use the techniques with different groups in your school district. Talk with your team to compare ideas.

Slide 35 – Closing

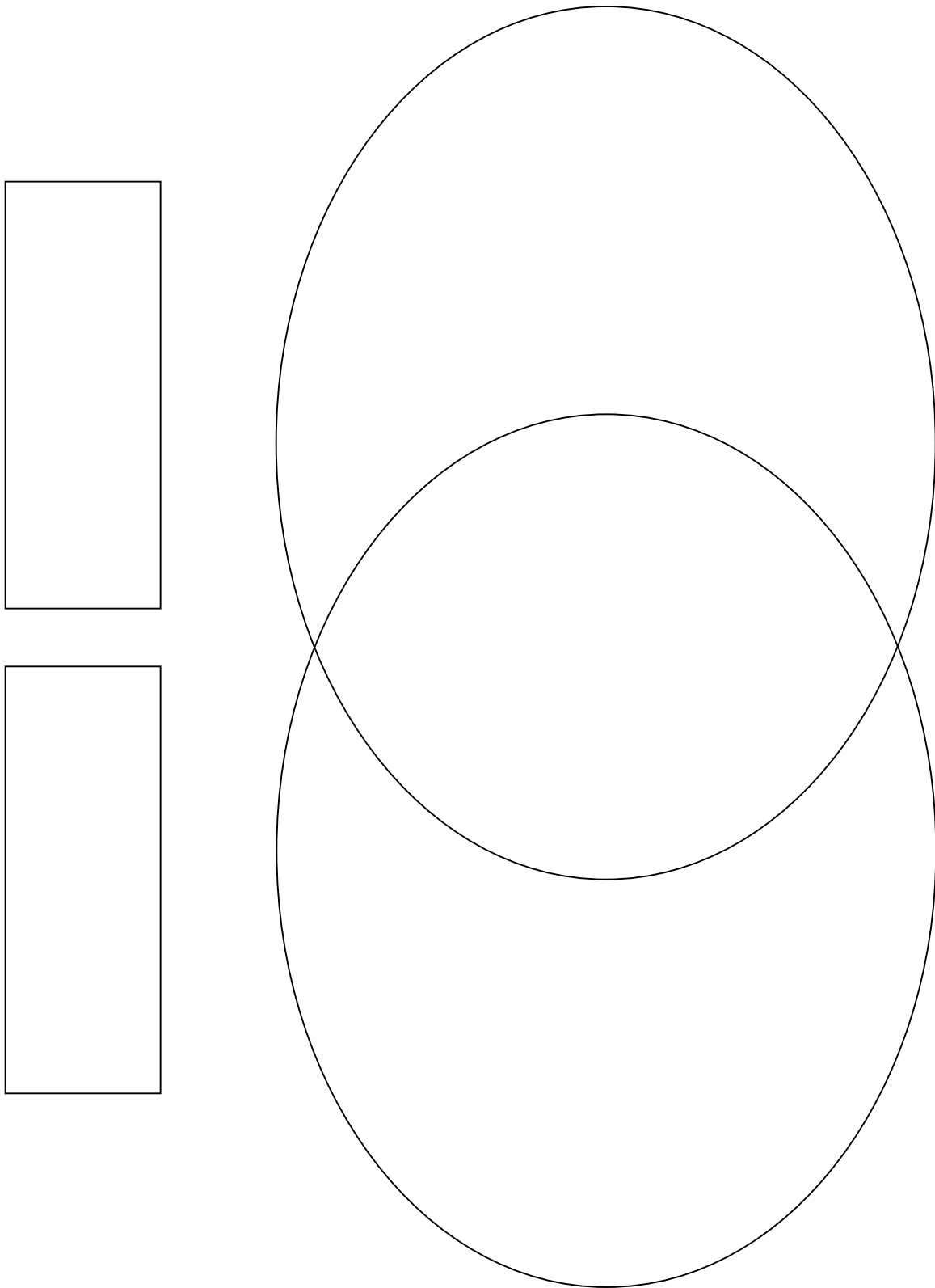
Appendices

Appendix A – Iowa Professional Development Model

The Iowa Professional Development Model (IPDM) is a collaborative effort of the Iowa Department of Education and a stakeholders group representing area education agencies (AEAs), professional organizations (teachers, administrators, and school boards), local education agencies (LEAs), higher education, and other providers of professional development in the state of Iowa. The model reflects their study, collaboration, reflection, and negotiation and provides an invaluable roadmap to the conduct of staff development for educators in Iowa.



Appendix B - Venn Diagram



Appendix C – Two-Column Notes

Information Points from DVD Section III: Legal Requirements	Reflections on Implications for Schools and Classrooms
<p>Write about one of the following:</p> <p><i>Something I learned about laws and ELLs is...</i></p> <p><i>Something that concerns me about meeting the legal expectations is...</i></p> <p><i>Something I need to be more diligent about is...</i></p>	

Appendix D – Dialogue Journal

<i>How would I know a student is an ELL? (1)</i>	Partner Comment (2)
<i>What do I know about cultural adjustment?(1)</i>	Partner Comment (2)
<i>Your Reflection (3)</i>	

Appendix E – KWLQ Chart

What I <i>Know</i> About Teaching ELLs...	What I <i>Want to Know</i> About Teaching ELLs...
What I <i>Learned</i> About Teaching ELLs...	What <i>Questions</i> I Still Have About Teaching ELLs...

Appendix F – Commitment

Name	
Grade(s) Taught	
Content Taught	

My commitment to English Language Learners is to...

The help I need to succeed is...

I will assess my success by...

Appendix G – HELP! My New Student Can’t Speak English!

A document that has provided support to many Iowa educators is ***HELP! My New Student Can’t Speak English! A Handbook for Teachers with Limited English Proficient Students***, by Catherine M. Howland, an ELL Teacher in Cedar Falls, Iowa. Recently revised by Ms. Howland and some of the members of the Thecom group, the handbook covers the following topics:

- Legal concerns
- No Child Left Behind
- Procedures for identification, assessment, communication with parents/guardians, placement, and reporting
- Understanding ELL students
- Preparing for the first day and first week
- Teaching strategies, tips, and activities
- Accommodations
- Resources and support

The handbook can be downloaded from <http://www.state.ia.us/educate/ourkids/doc/lephandbook.pdf>. Please share this handy document with teachers, support staff, consultants, and administrators, as every staff member will make a difference in the lives of English language learners.

Appendix H – LESSON PLAN CHECKLIST FOR SHELTERED INSTRUCTION

Preparation

- ☐ Write content objectives clearly for students.
- ☐ Write language objectives clearly for students.
- ☐ Choose content concepts appropriate for age and educational background level of students.
- ☐ Identify supplementary materials to use (i.e., graphs, models, and visuals).
- ☐ Adapt content (i.e., text, assignment) to all levels of student proficiency.
- ☐ Plan meaningful activities (i.e., surveys, letter writing, and simulations) that integrate lesson concepts with language practice opportunities for the four ELA skills (reading, writing, listening, and speaking).

Building Background

- ☐ Explicitly link concepts to students' backgrounds and experiences.
- ☐ Explicitly link past learning and new concepts.
- ☐ Emphasize key vocabulary (i.e., *introduce*, *write*, *repeat*, and *highlight*) for students.

Comprehensible Input

- ☐ Use speech appropriate for students' proficiency level (i.e., slower rate, enunciation, and simple sentence structure for beginners).
- ☐ Explain academic tasks clearly.
- ☐ Use a variety of techniques to make content concepts clear (i.e., modeling, visuals, hands-on activities, demonstrations, gestures, and body language).

Strategies

- ☐ Provide ample opportunities for students to use strategies (i.e., problem solving, predicting, organizing, summarizing, categorizing, evaluating, and self-monitoring).
- ☐ Use scaffolding techniques consistently (i.e., providing the right amount).
- ☐ Use a variety of question types, including those that promote higher-order thinking skills, throughout the lesson (i.e., literal, analytical, and interpretive questions).

Interaction

- ☐ Provide frequent opportunities for interaction and discussion between teacher/student and among students, and encourage elaborated responses.
- ☐ Use group configurations that support language and content objectives of the lesson.
- ☐ Consistently provide sufficient wait time for student responses.
- ☐ Give ample opportunities for students to clarify key concepts in the student's first language as needed with aide, peer, or first-language text.

Practice/Application

- ☐ Provide hands-on materials and/or manipulatives for students to use in practicing new content knowledge and skills.
- ☐ Provide activities for students to apply content and language knowledge in the classroom.
- ☐ Provide activities that integrate all language skills (i.e., reading, writing, listening, and speaking).

Lesson/Delivery

- ☐ Support content objectives clearly.
- ☐ Support language objectives clearly.
- ☐ Engage students approximately 90–100% of the time (i.e., most students are taking part or are on task).
- ☐ Pace the lesson appropriate to the students' ability level.

Review/Assessment

- ☐ Give a comprehensive review of key vocabulary.
- ☐ Give a comprehensive review of key content concepts.
- ☐ Provide feedback to students regularly on their output (i.e., language, content, and work).
- ☐ Conduct assessments of students' comprehension and learning throughout the lesson on all lesson objectives (i.e., spot checking and group response).

Adapted from Echevarria, J., Vogt, M.E., & Short, D. (2000). *Making Content Comprehensible to English Language Learners: The SIOP Model*. Boston: Allyn & Bacon

Appendix I – Bloom’s Taxonomy

Benjamin Bloom created this taxonomy to categorize the levels of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels. If students can determine the levels of questions that will appear on exams, they will be able to study using appropriate strategies.

Competence	Skills Demonstrated
Knowledge	<ul style="list-style-type: none"> • observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter • <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	<ul style="list-style-type: none"> • understanding information • grasp meaning • translate knowledge into a new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences • <i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	<ul style="list-style-type: none"> • use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge • <i>Question Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	<ul style="list-style-type: none"> • seeing patterns • organization of parts • recognition of hidden meanings • identification of components • <i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	<ul style="list-style-type: none"> • use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions • <i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	<ul style="list-style-type: none"> • compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity • <i>Question Cues:</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Adapted from Bloom, Benjamin S. (Ed.). (1956). *Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain*. New York; Toronto: Longman's, Green, and Co.. Copyright © 2003, Counseling Services, University of Victoria.

Appendix J – Examples of Graphic Organizers

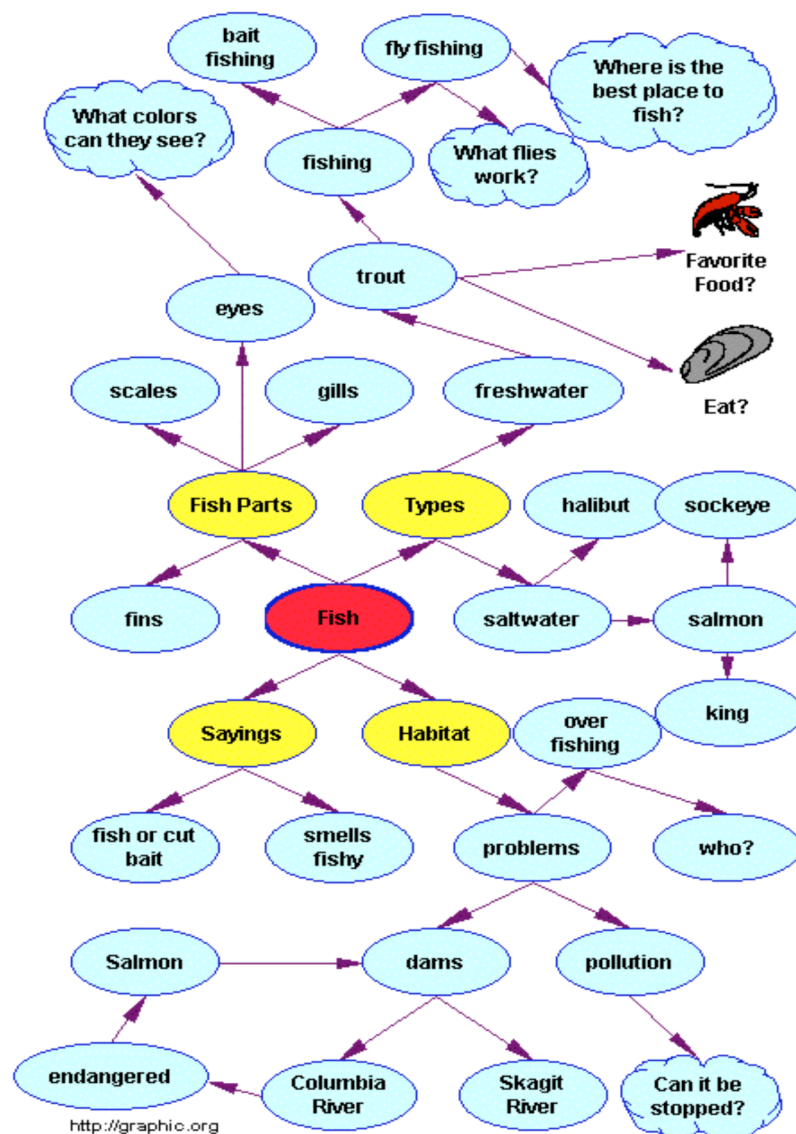
Brainstorming Web

Description: Ideas and questions are linked.

Uses: Generate ideas and questions, access prior knowledge, assess interests and knowledge, develop probing questions and problems.

Critical Questions:

- What is the topic or question to be brainstormed?
- Is the process clear for brainstorming?



Webbing Strategies:

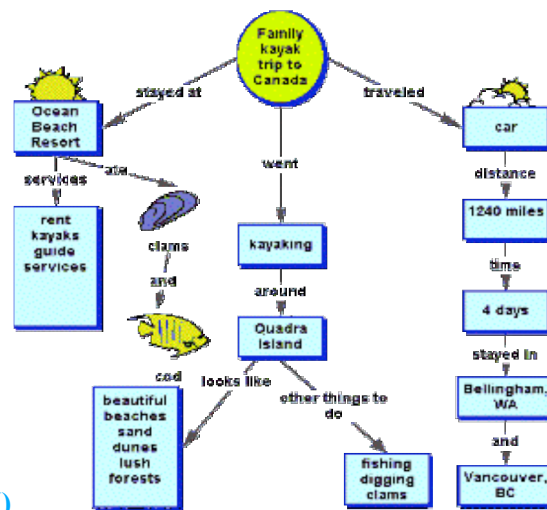
- Work from a central idea, concept, topic or question, gathering and linking thoughts in text and/or pictures. Expand thoughts from the center like branches on a web. Weave the web. When one branch stops or an idea does not fit, create a new branch.
- An alternative is to free associate a random list, then sift, sort, and develop relational links to design the web. Expand web branches and links. Explore any associations that strike your fancy.
- Connect thoughts with relational links. Use sticky notes as an effective alternative. Free associate a different idea on each note, regroup the sticky notes into categories, then construct a web on butcher paper. Use different colored sticky notes to denote headings or categories that emerge from the brainstorm. Develop links on the paper; text or sketches can be added at any time.
- By far the most effective and efficient method is to use a commercial software program such as Inspirations. Software programs have significant advantages over paper and pencil. They encourage building, creating, and inventing, yet keep the web legible. Webs become unwieldy as they grow; software program manage growth. Select the look: cluster, branching, right to left, and so on. Try different looks and nudge the cells to adjust for style. An emerging new thought? Click on another cell or start a new branch. Change of mind? New insight? Revise, move, delete, and paste. Save, print, or export the map into various formats. Some programs produce a nice neat linear text outline. Cool!
- Group guidelines are a must for maximum effectiveness. Use a strategy called “Think, Pair, Share.” Work from individual association to sharing with a partner then collaborating as a group to develop the web.

Concept Map

Description: A concept map is a special form of a web diagram for exploring knowledge and for gathering and sharing information. Concept mapping is the strategy employed to develop a concept map. A concept map consists of nodes or cells that contain a concept, item, or question and links. The links are labeled and denote direction with an arrow symbol. The labeled links explain the relationship between the nodes. The arrow describes the direction of the relationship and reads like a sentence.

Critical Questions:

- What is the central word, concept, research question, or problem around which to build the map?
- What are the concepts, items, descriptive words, or telling questions that you can *associate* with the concept, topic, research question, or problem?



Descriptive Concept Map (133K).

Uses:

- Develop an understanding of a body of knowledge.
- Explore new information and relationships.
- Access prior knowledge.
- Gather new knowledge and information.
- Share knowledge and information generated.
- Design structures or processes such as written documents, constructions, web sites, web search, and multimedia presentations.
- Problem solving options.

Suggestions:

- Use a top-down approach, working from general to specific, or use a free association approach by brainstorming nodes and then developing links and relationships.
- Use different colors and shapes for nodes and links to identify different types of information.
- Use different colored nodes to identify prior and new information.
- Use a cloud node to identify a question.
- Gather information to a question in the question node.

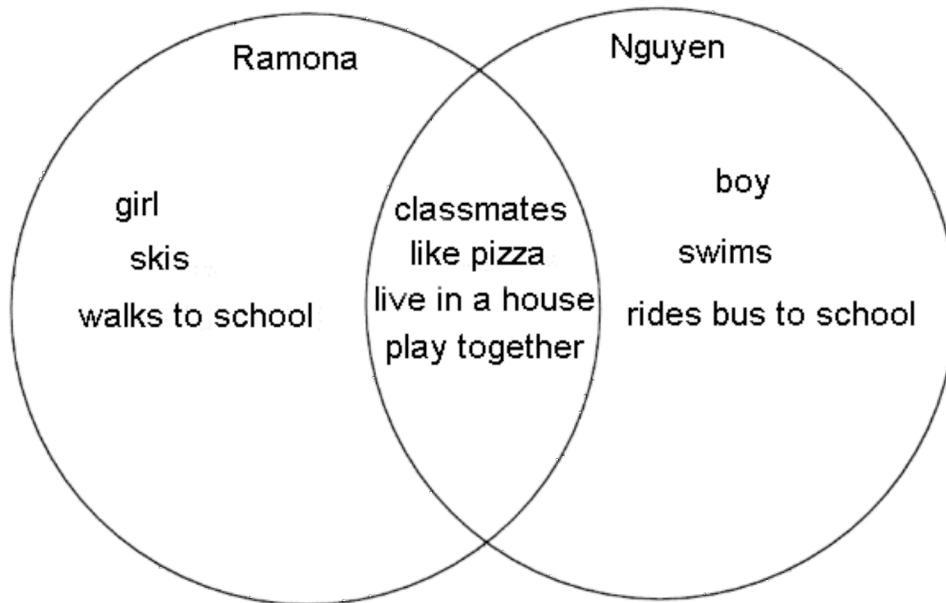
Venn Diagram – Basic

Description: Two items linked by characteristics or attributes.

Uses: Describe and compare attributes and characteristics of items (things, people, places, events, ideas, etc.).

Critical Questions:

- What items do you want to compare?
- What characteristics do the items have in common (intersecting portion)?
- How are the items similar (the same) and different (non intersecting portion) based on the characteristics?



<http://www.graphic.org>

Suggestions: Venn diagrams are useful when comparing two things and for use with younger children. String or colored yarn can be used to make circles on the floor, and manipulatives and pictures are strongly encouraged. A useful tool to launch writing about similarities and differences.

Comparison Matrix

Description: Linked by characteristics or attributes.

Uses: Describe and compare attributes and characteristics of items (things, people, places, events, ideas, etc.), brainstorming.

Critical Questions:

- What items do you want to compare?
- What characteristics do you want to compare?
- How are the items similar and different based on the characteristics?

Suggestions: Place a *X* in the box to indicate whether an item possesses that characteristic.

Make sure the student is clear and agrees on the definition of the specific characteristic.

How Are They Alike? How are They Different?

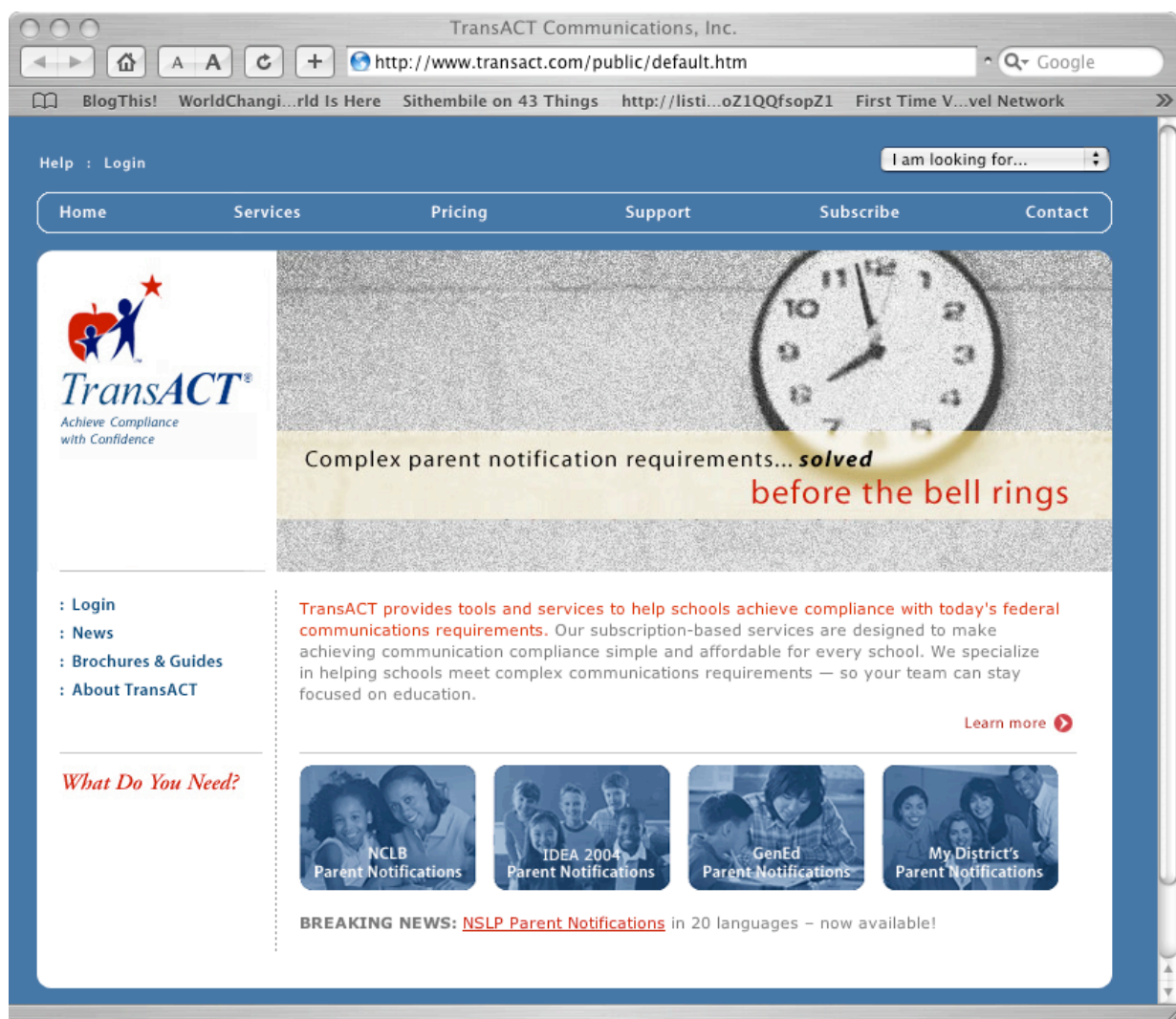
		Characteristics			
		walk	talk	swim	read
Items To Be C O M P A R E D	person	X	X	X	X
	dog	X		X	
	cat	X		X	
	fish			X	

<http://www.graphic.org>

Appendix K – Translation Library Information

The **TransACT Library** (www.transact.com) provides access to legally reviewed and professionally translated documents for use in communicating with parents on a wide range of issues. TransACT access is available to Iowa public school districts, accredited nonpublics, and Area Education Agencies (AEAs). Following are the steps to accessing this valuable resource:

- Go to Transact.com.
- Click on Subscribe (on the toolbar on TransACT home page).
- Click on Subscribe Now as New Visitor.
- Follow the directions for Creating a New Account.
- Each teacher will have to use their district assigned email address and create their own password.



Appendix L – STAGES OF SECOND LANGUAGE ACQUISITION & RANGE OF CLD STUDENT PROFILES

STAGES OF SECOND LANGUAGE ACQUISITION

This chart represents the stages of second language acquisition (SLA). Many students will fall between stages and will often not be locked into one stage. *Please note:* These stages should be applied only to students who are of school age.

	STUDENT CHARACTERISTICS	STUDENT BEHAVIORS	TEACHER STRATEGIES
PRE-PRODUCTION	<ul style="list-style-type: none"> • Rapid oral language growth • Students can be more self-involved and absorbed in their own learning • Children like elements of rhyme, repetition, and alteration • Nonverbal communication for understanding 	<p><i>The students will be able to:</i></p> <ul style="list-style-type: none"> • Gain familiarity with sounds, rhythm, and patterns of English • Rely more heavily on picture clues for understanding • Respond nonverbally by pointing, gesturing, or drawing 	<ul style="list-style-type: none"> • Provide students with enhanced language experience • Pair students with more advanced learners • Use many visuals, physical movements, gestures, and verbal cues in order to support and expand the language acquisition process • Avoid forcing students to speak prematurely by allowing for silent period • Help children use their prior knowledge by making connections to their previous experiences
EARLY PRODUCTION	<ul style="list-style-type: none"> • Tend to read phonetically • Enhanced grasp of alphabetic principle (i.e., letter identification, sound/symbol correspondence, etc.) • Listens with greater understanding • Repeats memorable language 	<p><i>The students will be able to:</i></p> <ul style="list-style-type: none"> • Use one-word utterances; may verbally identify people, places, and objects • Manipulate objects and ideas mentally • Reason in logical and concrete ways • Start using knowledge of letter-sound relationship • Use routine expressions independently 	<ul style="list-style-type: none"> • Provide a lot of easy reading material at this stage • Provide the students with the scope of practicing the skills they are developing at this stage • Provide the students with more and more visual cues to help them integrate phonics and context cues • Use authentic and rich literature in classroom instruction • Teach key vocabulary and concepts to increase students' comprehension • Have students label or manipulate pictures and/or real objects
SPEECH EMERGENCE	<ul style="list-style-type: none"> • Evolving fluency in oral and academic language • Increased proficiency in decoding English reading • Speak in short sentences with grammatical errors • Demonstrate increased understanding 	<p><i>The students will be able to:</i></p> <ul style="list-style-type: none"> • Understand grade level concepts • Engage in much more independent reading as a result of increased oral language proficiency • Apply and manipulate writing according to their needs. 	<ul style="list-style-type: none"> • Guard vocabulary and introduce concepts through the use of K-W-L charts, webs, story maps, etc. • Model response to literature for your students by explaining, describing, comparing, and retelling • Provide a lot of content area texts, trade books, and newspapers • Focus on communication in meaningful contexts where students express themselves in speech and print • Respond genuinely to student writing and hold conferences that highlight student strengths and progress

	STUDENT CHARACTERISTICS	STUDENT BEHAVIORS	TEACHER STRATEGIES
INTERMEDIATE FLUENCY	<ul style="list-style-type: none"> Increased understanding and the application of word attack and comprehension skills An upward growth in accuracy and correctness with reading, writing, and speaking Richer/fuller sentences using a varied vocabulary 	<p><i>The students will be able to:</i></p> <ul style="list-style-type: none"> Explore and use extensive vocabulary and concepts in subject matter Read a wider range of narrative genre and content texts with increased comprehension Write using more standard forms of language 	<ul style="list-style-type: none"> Structure and guide group discussions to facilitate more advanced literature studies Provide for a variety of realistic writing experiences Encourage the students' creativity and increased sense of aesthetics by initiating drama, art, music, and other forms of creative expressions Publish student-authored stories, newsletters, bulletins, etc. Continue to shelter instruction and check for understanding
ADVANCED FLUENCY	<ul style="list-style-type: none"> Characterized as abstract thinkers Reading interests become individualized and varied Highly accurate language and grammatical structures 	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> Produce language with varied grammatical structures and vocabulary Construct multiple hypotheses and consider several viewpoints 	<ul style="list-style-type: none"> Continue on-going development through integrated language arts and content area activities

Adapted and modified from Freeman & Freeman, *California Tomorrow*, 1998

RANGE OF CLD STUDENT PROFILES

This chart represents the range of Culturally and Linguistically Diverse (CLD) students' profiles that will fall within the stages of second language acquisition. Please keep in mind the student's individual characteristics that will contribute to his or her own development. Many students will fall between stages and will often not be locked into one stage. *Please note:* These stages should be applied only to students who are of school age.

	STUDENT CHARACTERISTICS	STUDENT BEHAVIORS	TEACHER STRATEGIES
NEW COMER	<ul style="list-style-type: none"> In United States two years or less Little to no English Some fluent in native language and on grade level; others below 	<ul style="list-style-type: none"> Student may be in culture shock Student may be in the silent period Student may struggle with standardized testing 	<ul style="list-style-type: none"> Support student's native language by providing materials in the native language when possible, especially those materials which complement the content being taught Create a "safe environment" and lower the affective filter by providing peer tutors, buddies, and native language support If teacher does not speak the student's first language (L1), use a paraprofessional and/or parent to support L1 At times, newcomers are pulled out of the classroom for additional support in L2 acquisition; however, it is important to note that research shows this is the <u>least</u> effective of all ESL program models

	STUDENT CHARACTERISTICS	STUDENT BEHAVIORS	TEACHER STRATEGIES
LIMITED/UNDER-SCHOOLED IN FIRST LANGUAGE	<ul style="list-style-type: none"> • In United States three years or less • Little to no English • Schooling in native country interrupted, disjointed, or none at all 	<ul style="list-style-type: none"> • Student may struggle with academic content • Student may be challenged by standardized testing 	<ul style="list-style-type: none"> • Provide content-based instruction with native language support • Paraprofessionals can be used to provide content cues in L1 • Teach key vocabulary and concepts in L1 and L2 to increase student comprehension • Use alternative forms of assessment (i.e., portfolios, role-play, etc.)
SCHOOLING IN FIRST LANGUAGE	<ul style="list-style-type: none"> • In United States four years or less • Schooling in native country adequate 	<ul style="list-style-type: none"> • Student likely to understand grade level concepts • Student will proceed through the second language acquisition process with more ease than students in the previous two stages 	<ul style="list-style-type: none"> • Provide native language materials for students to preview content being taught • Shelter instruction so that the student can begin the transition from L1 to L2 • Guard vocabulary and introduce concepts through the use of K-W-L charts, webs, story maps, etc. • Use alternative forms of assessment (i.e., portfolios, role-play, etc.) • Summer and enrichment programs can be used to increase student academic achievement in L2

Adapted and modified from Freeman & Freeman, *California Tomorrow*, 1998

The following survey can be downloaded in PDF format from the TransAct Library (www.transact.com). It is available in several languages. For more information on TransAct, see Appendix L.

00NCLB-B1 (Rev. 03/04 US)

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Odgovorite na
engleskom jeziku

Iowa Department of Education
PODACI O JEZIKU KOJIM SE GOVORI KOD KUĆE

Bosnian
Home Language Survey

Datum _____ Škola _____ Razred _____

Ime učenika _____
Ime Prvo slovo srednjeg imena Prezime

Ime roditelja ili staratelja _____
Ime Prvo slovo srednjeg imena Prezime

Adresa _____
Ulica Grad Država Poštanski broj

Broj telefona _____
Kod kuće Na poslu

1. Da je li Vaše dijete rođeno u Sjedinjenim Američkim Državama? ☐ Da ☐ Ne
Ukoliko jeste, u kojoj državi? _____
Ukoliko nije, u kojoj drugoj zemlji je rođeno? _____
2. Da je li Vaše dijete pohađalo ijednu školu u Sjedinjenim Američkim Državama, u ukupnom trajanju od tri (3) godine, u bilo koje doba svog života? ☐ Da ☐ Ne
Ukoliko jeste, molimo da napišete ime škole(a), državu(e) i datume kada je pohađalo :
Ime škole _____ Država _____ Datumi pohađanja _____
Ime škole _____ Država _____ Datumi pohađanja _____
Ime škole _____ Država _____ Datumi pohađanja _____
3. Na kojem jeziku najviše govorite kod kuće? _____
4. Ako je moguće, na kojem jeziku biste željeli komunicirati sa školskim osobljem? _____
5. Molimo označite kućicu ako je Vaše dijete:
A. ☐ Po rođenju Američki Indijanac C. ☐ Po rođenju sa pacifičkog otočja
B. ☐ Po rođenju sa Aljaske D. ☐ Po rođenju sa US Djevičanskih otoka
6. Da li je jezik koji je Vaše dijete prvo naučilo govoriti ili jezik kojim se govori kod kuće bilo koji jezik različit od engleskog jezika? ☐ Da ☐ Ne

Ukoliko ste odgovorili sa "Da" na pitanje broj 6 gore, molimo Vas da odgovorite sljedeća pitanja:

7. U kojoj je zemlji Vaše dijete posljednje živjelo/boravilo? _____
8. Koji je jezik Vaše dijete prvo naučilo, kada je on/ona počelo govoriti? _____
9. Koji jezik Vaše dijete najčešće govori kod kuće? _____
10. Kojim se jezikom Vi najčešće obraćate svojem djetetu? (Otac) _____
(Majka) _____
11. Molimo da opišete jezik koji je razumljiv Vašem djetetu. (Označite samo jedno)
A. ☐ Razumije samo jezik kojim se služi kod kuće i ništa Engleskog.
B. ☐ Razumije većinom jezik kojim se služi kod kuće i malo Engleskog.
C. ☐ Jednako razumije jezik kojim se služi kod kuće i Engleski.
D. ☐ Razumije većinom Engleski i malo jezika kojim se služi kod kuće.
E. ☐ Razumije samo Engleski.

Potpis roditelja ili staratelja

Datum

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

18NCLB-B1 (Rev. 03/04 US)

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